
ASSISTANCE IN THE UTILIZATION OF STORY-TELLING BOOK OF CHARACTER BUILDING FOR TEACHERS IN PAUD SURYA GEMILANG, MALANG

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*Received: September 1, 2021,
Reviewed1: September 15, 2021
Accepted: October 12, 2021*

*reviewer: September 2021
reviewed2: October 5, 2021
published: October 20, 2021*

Abstract:

The aims of this study are: 1) to find out how the teacher training in PAUD Surya Gemilang, Malang, is carried out in implementing the book Let's Respect Each Other: A Story-Telling Book of Character Building by using various methods and fun learning techniques, and 2) how the practice of using the book of Let's Respect Each Other: A Story-Telling Book of Character Building. This research was conducted using a qualitative method in which the researcher described the process of the two aims aforementioned. The subjects of this study were all teachers, especially one homeroom teacher at PAUD Surya Gemilang. The results of this study found that in the first phase, namely teacher training, there were three stages. They were the provision of English for Young Learners material, the provision of story-telling material, and the provision of character education material. Then, in the second phase, namely the implementation of Let's Respect Each Other: A Story-Telling Book of Character Building, it was found that teachers taught stories and character education by reading books in English and Bahasa alternately while showing the pictures that matched the story to students and retelling the stories by using puppets.

Keywords: character education, literacy, story-telling book

INTRODUCTION

Supporting English book with character building is necessary to be provided for preschoolers to optimize material delivered to students and ease the school's mission to expose the students

with character building. It is accordance with Joko Widodo's regulation on character building covering discipline, tolerance, honesty, curiosity, responsibility, and others (Heriansyah, 2018). A previous study has developed a supporting book of character building in sixth grade of SDN Wonokusumo I/40 Surabaya (Oktaviani & Subekti, 2018). Regarding to that research, this research would like to find something different by implementing picture book with character building to preschoolers at PAUD Surya Gemilang, Malang, in which the researchers continued the research has been done in the previous year. In the previous year, the researchers had developed the picture book.

In the preliminary research, it was found that dominant problems in PAUD Surya Gemilang, Malang, were (1) teachers' need to have a training, comprising the use of methods and media, to improve their abilities to use supporting English books in teaching English that is interesting and in accordance with character education. Teachers need to update their knowledge and skills to make the teaching effective (Field et al., 2012);(2) teachers' need to teach English by using supporting English books enriched with character education. To this, character education is needed to be held in the whilst activity in English teaching in PAUD Surya Gemilang. Character education is provided during the lesson in the pre-activity, whilst-activity, and post-activity (Marini, 2017).

There are several theories of language acquisition that encourage language recognition to be carried out as early as possible. One of which is Krashen's Critical Age Hypothesis theory (Hajimia et al., 2020). It says that before the age of puberty, the elasticity of a child's brain is still high. This condition allows them to learn language better like native speakers. In addition, the theory of Language Acquisition Device (Peter & Chomsky, 1968) also says that everyone is born with this tool in his brain, and this allows everyone to be able to learn language from an early age. For students aged 3-4 years, listening to story-telling delivered by the teachers can improve the students' ability in listening English (Sari, 2020).

Another research also states that using pictorial series in story-telling activity can improve the students' communication skills and ability (Syukur & Tefanai, 2017). The use of this method can also improve the students' reading skill at the basic level (Faiz, 2017). Additionally, story-telling encourages, makes the students learn English, and at the same time learn moral value, as well as increasing vocabulary level and literacy level (Satriani, 2019). This, of course, makes it even more challenging for teachers and students to master English well. Based on the results of preliminary research, the school wants to mobilize literacy

activities in English that focus on character building for students from an early age so that they will get used to it later. Strengthening character education through picture book in English is expected to be able to initiate and increase students' interest in books and literacy levels, improve English language skills as well as improve and shape students' character in accordance with the school's vision and mission (Fryez cited in Oktaviani & Subekti, 2018)), character education is able to be delivered through literature, like poems, novels, short stories, etc.

Character building is a very important part that we need to instill in students. The importance of character building (A. Kamaruddin, 2012) is, “character building does not merely teach children what is right and wrong, but more than that, character building instills good habits (habituations) so that students understand, are able to feel, and want to do good”. In addition, researchers consider that teaching character building to preschoolers or children under six years old is very important because it determines their future and is considered better in nurturing children at that age. Education for children under six years old is very important compared to education at the next level because the achievement of one's future life has been prepared from the start(Pranoto et al., 2014).

Based on this description, it can be concluded that character education is actually a continuous process to be imitated and initiated by students' understanding of positive habits, good morals, and pious faith, so that they get used to the notion of good and bad actions without being told. Besides, character education is all about continuous process to not only instilling the norms and values, but also making those norms and values into habits(Nurussa'adah, 2014). By strengthening character education through picture books in English, it is hoped that it will be a good and interesting means to teach and educate students' English skills while at the same time having creative thinking, self-confidence, a high level of literacy, and more importantly having adequate character education as a source of character education of future generation. More importantly this was due to the premises that young pupils' development lies on their foundation on early ages, and there were two essential keys in instilling those values which known as character development and surroundings (Hartono et al., 2019)

However, there are various challenges in its implementation, especially in terms of technical support. One of the main problems faced by the school is the lack of reference books or the availability of picture books in schools. There are less than 20 picture books for all students, and no picture books in English. It is the same as what happened at SDN Wonokusumo I/40 Surabaya that the textbooks were incomplete that caused misconception among the

students about the material. Thus, to overcome this problem, a supplementary book was made (Oktaviani & Subekti, 2018). In addition, character education in PAUD Surya Gemilang has not developed well because this school is new and still requires a lot of reading resources for student literacy activities. Another obstacle is that the price of English picture books for children is quite expensive because they are basically imported books, although the content is actually good, most of the character education aspects in these imported books are not in accordance with the school's vision and mission.

In the previous year, the researchers had succeeded in inviting teachers at partner schools to compile a picture book containing character education. The book is designed to match the themes of character education for children, especially for early childhood (Wiratmaja et al., 2021). The researchers with various expertise gathered in a team as it would benefit the research productivity (Lee & Bozeman, 2005). Besides, it would also make the development of the product well-maintained (Sanyal & Hisam, 2018). As a follow-up plan from the previous program, the use of books that have been prepared previously needs to be implemented for students. Therefore, we focus on this second-year research to test the book to students by the teachers and the researchers.

By this program, the researchers hope that in the future they can improve the ability of teachers to teach English with various fun techniques and methods through the use of picture books containing character education. In addition, involving the teachers to various activities of teaching development can improve the teachers' ability and skill as a part of maintaining human resources in school (Harahap et al., 2020). Besides, the involvement with the addition of appraisal can improve the teachers' performance. In addition, we also hope that this picture book will improve students' literacy while strengthening their character education (Nurismilida, 2017).

Based on the elucidation, two research questions were proposed in this research. They are

1. how is teacher training conducted to teachers at PAUD Surya Gemilang, Malang, to use *Let's Respect Each Other: A Story-Telling Book of Character-Building* book in teaching English, and
2. how is the implementation of *Let's Respect Each Other: A Story-Telling Book of Character-Building* book in English teaching at PAUD Surya Gemilang, Malang?

METHOD

Design

This research is carried out by using qualitative method with ethnographic study. The focus is on describing the procedures of the teacher training of using *Let's Respect Each Other: A Story-Telling Book of Character-Building* book and the implementation of the book in teaching English for preschoolers in PAUD Surya Gemilang, Malang through participants' spoken and written languages. It is also to describe the observation of the teacher training and the implementation of the book, as assigned in (Schreier, 2014), in order to get the meaning of the spoken and written languages shown by the participants.

Participants

The participants in this research are three researchers and four female teachers in PAUD Surya Gemilang in the phase of teacher training. The teachers consisted of one principal, one homeroom teacher, and two other teachers. Further, the homeroom teacher of the class of which the researchers examined the implementation of the book became the participant in the phase of the implementation of the book.

Instruments and Data Types

The instrument used were observation checklist, and field notes. The observation checklist consisted of the steps of how teacher training should be done, and how the book should be implemented in teaching English. In addition, the field notes provided the researchers to add some other things related to teacher training and book implementation, which were not covered in the observation checklist.

The data taken during the research conducted that were taken from the researchers and teachers' spoken and written language, while in the book implementation process were taken from the homeroom teachers' spoken language. These primary data were, then, validated by expert. In this regard, the researchers were participants observants.

Data Collection

The data collection techniques were (1) having a communication with the principal to have a research at the school, (2) designing the activities consisting of teacher training and the implementation of the picture-book to teach English at the school, (3) doing the teacher training

and noting down the procedures, as well as spoken and written language used during the teacher training, and (4), assisting the homeroom teacher implemented the use of the picture-book to teach English at the school, as well as noting down the procedures, as well as spoken language used during the implementation of the picture book.

Data Analysis

The data are in spoken and written documents from observation of both the procedures of the teacher training and the implementation of the book in teaching English for preschoolers. Therefore, the researchers analyzed those data using criteria content analysis (CCA) technique (Miles et al., 2014). The data analysis techniques were (1) sorting out important aspects in the notes, (2) validating the data to expert, (3) confirming the data taken from the note with the theories used in the research, and (4) drawing conclusion. The authors processed the referenced articles and books using referencing tool “Offline automatic system of Mendeley Desktop”(Turmudi, 2020, p. 59).

RESULT AND DISCUSSION

Result

The findings and discussion sections of this research will be elaborated as follow: There are two main objectives of this research; first is how the teacher training at PAUD Surya Gemilang regarding the picture book entitled *Let's Respect Each Other: A Story-Telling Book of Character Building* was conducted; secondly, how the implementation of the picture book, *Let's Respect Each Other: A Story-Telling Book of Character Building*, was demonstrated by the teacher to the preschoolers.

1. Teachers' Workshop on How to Teach the Picture-Book

The workshop, or the teacher training, was conducted in the classroom on April 7, 2021. The researchers were present to deliver the content of the workshops, and four teachers were invited to attend this event, in which these events were conducted in PAUD Surya Gemilang.

How the teacher training conducted was by using lecture method. The order of the training was (1) lecturing on how to deal with English Young Learners; in this part, the written language related to the use of *Let's Respect Each Other: A Story-Telling Book of Character-Building* book used by the first researcher was “Repetition.



Picture 1. First presenter delivering the materials

Children won't retain as much information as adults, so repetition is key in teaching English to young learners.” Apart of repetition, the first researcher also delivered other ways of teaching young learners that were asking singing and dancing, asking to do active games, and doing art project. Regarding to these ways, as well as the spoken language of the first researcher was “Teacher can choose one of some of these ways to teach English to young learners. It is not necessarily to do all these ways.”

Next, (2) lecturing on how to use story-telling method to teach English to young learners; in this part, the second researcher highlighted the benefits of using story-telling method, and the steps to use the story-telling method. The written language taken from the second researcher was “optimize the media and/or costume”. Additionally, there were also “manage the plot”, and “Bilingual – use alternately or simultaneously”. These ways of telling a story were parts of whilst-activity. Beside delivering these ways of telling a story, in the whilst-activity, the second researcher also gave other ways that were using gesture, paying attention to intonation, stress, and volume, improvise (when needed), and simplifying the language. Other than that, there was spoken language delivered by the second researcher that was “Teacher could optimize the media provided at school. For example, at this school, there are puppets. I'm sure that teachers have made use of it and, for sure, the teachers could use it continuously.”



Picture 2. Second Presenter delivering the materials

Last, (3) lecturing on how give character education to students; in this part, the third researcher highlighted the reduction of using gadget and substituting it to reading book with character education. The written language used by the third researcher was “For that reason, the researchers keen on composing a story-telling book that not only supports their emotional or character education, but also their physical development as well.” Other than that, the third researcher’s spoken language was “In the *Let’s Respect Each Other: A Story-Telling Book of Character-Building* book, there are character education contained that could stimulate students to respect people around them, as well as implicitly tell them that the use of gadget are not good for them that could harm their growths.”



Picture 3. Third Presenter delivering the materials

In the training, the teachers fully paid attention and contributed to the training by asking some questions, which were parts of spoken language. It was “Which one is better between using bilingual alternately or simultaneously?” Responding to this question, the second

researcher's spoken language was "I think, using bilingual simultaneously is better than using bilingual alternately. But, in case you want to use both, I think it's okay."



Picture 4. The Teachers' heed the speaker's presentation

2. Teacher's Implementing the Picture-Book

After the training was conducted, the teachers were asked to implement the lesson plan. Therefore, one of the teachers' representatives was instructed to teach the lesson by using the picture-book on 21 April 2021.

In this part, the homeroom teacher used the picture book *Let's Respect Each Other* by showing the picture side to the students while she was reading the bilingual text on the back. The teacher read the bilingual text simultaneously, like what had been asked by the second researcher in the training phase. It can be inferred from the homeroom teacher's spoken language, "Mom, Can I use the cellphone? I want to watch videos on YouTube", said Toni. (*Toni berkata, "Ibu, bisakah aku meminjam telepon genggam, aku mau melihat video di Youtube*).

After this, the teacher repeated to tell the story but in different way. It was in line with the first researcher that to teach English to young learner to repeat the material. She used puppets as the characters. In this part, the teacher did not longer read the book. It was also in line with the second researcher's guide in the teacher training phase. When the teacher used puppets to repeat the story, there were some differences in the characters' sayings used. One of them was "No!" that should be "No mommy!! Yelled Toni." It was because the teacher did not always read the book. She focused on showing the puppets and played them.



Picture 5. The teacher taught the class by using the book



Picture 6. The story-telling activity also combined with puppets



Picture 7. The preschoolers listen to the story-telling

Discussion

The findings could be more elaborated that the training consists of three materials, and each one of them based on the researchers' expertise when delivering the ways of teaching English using the books; EYL, story-telling, and character education. It strengthened the researchers' collaborative research, dynamic team-work and filling in the gaps between them. Besides, interdisciplinary aspects of modern academic community are working together in collaborative research since it increases research productivity as well (Lee & Bozeman, 2005). Therefore, by combining several expertise to create a product, the researchers' teamwork was reflected in their ability in developing the skills, and accumulating experiences that led to constant development of a certain services or product (Sanyal & Hisam, 2018).

The first researcher's written and spoken languages were linked to the expectation that teachers should adapt to various teaching methods in order to keep honing their pedagogical skill (Harahap et al., 2020). In this case, the teachers were given materials of how to manage the class with young learners full of fun, but not exclude the essence of teaching and the well-delivered materials to the students.

The second researcher's written and spoken languages were in line with how teaching story telling for young learners should be conducted. The idea of using story telling as an activity to deliver the notion of character education was also one of the researchers' considerations. Since teachers must carefully understand about students' interest before picking any classroom activities to pique their students' interest and so the students will easily understand the materials (Oktaviani & Subekti, 2018).

Therefore, the researchers perceive that storytelling was highly regarded as a pedagogical tool that can motivate students, giving encouragements, enabling them to learn English as well as moral value, improving vocabulary level and literacy level (Satriani, 2019). Teaching by using story-telling method can also improve the students' ability in listening English to children aged 3-4 years (Sari, 2020). It is also in line to the result of certain research (Syukur & Tefanai, 2017) about pictorial series, in this case related to story-telling activity, can improve the students' communication skills and ability. In addition to improving the students' listening ability and communication skill, the use of story-telling method can improve the students' reading skill at the basic level (Faiz, 2017).

The third researcher's written and spoken languages were related to the importance of character education for young learners. It was urgently in high demand due to young learners' exposure to gadgets that may lead to unwanted behaviors if not properly managed. Since young learners are at critical and determining periods that shapes their future, and if they are not properly accustomed to the importance of character education (Wiraatmaja et al., 2021). In addition, by basing on picture-book as the media to deliver the notion of character education, the researcher also sent a message to teachers that character education not only focusing on the children's character development, but also delivering the utmost importance of literacy towards book and English proficiency as well since this picture book also use English as one of the language options (Wiraatmaja et al., 2021).

Further, from the teacher's spoken language, it can be seen that she ensures how to use bilingual in story-telling to young learners. As it is in line with some of the benefits of using story-telling that were improving vocabulary level and literacy level (Satriani, 2019). In other words, she expected that she could deliver the story well to the students.

In the implementation of the picture book, the teacher's spoken languages showed the teacher's initiative to implement the book. The initiatives were by repeating the story by using other media, puppets, to tell the story. It represents her willingness and motivation to keep doing self-development and professionalism as she followed the guides given by the first and second researchers. The guide from the first researcher was to do repetition in teaching English, while the second researcher's guide is to use other media to tell story. Even though the teacher did not repeat the words exactly the same as what have been written in the book as she should focus on the puppets, the teacher could maintain it well. Additionally, it showed the teacher's pedagogical skill that makes her teaching effective (Field et al., 2012). The teacher's skill contributes to human-resource maintenance in school (Harahap et al., 2020).

CONCLUSION AND SUGGESTION

Based on the findings and discussion of this research, it can be concluded that in general, the teacher training had fulfilled three materials should be delivered to teachers at PAUD Surya Gemilang. Further, two ways of implementing *Let's Respect Each Other: A Story-Telling Book of Character Building* that are using the book and using the puppets as the media showed various alternatives and creativities performed by the teacher.

This research has contributed to the implementation of supporting book after its development to be carried out well by employing various media in teaching English and character education by using story-telling method. This research has limitations, for example in terms of the small number of teachers and schools involved. Therefore, similar programs in the future could consider carrying out a similar book development process by involving more teachers and schools.

ACKNOWLEDGEMENT

The researchers would like to thank Direktorat Penelitian dan Pengabdian Masyarakat (DPPM), University of Muhammadiyah Malang for the financial support in conducting this community service.

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